

Ferris Independent School District



Lucy Mae McDonald Elementary

Accountability Rating: C

2026-2027 Campus Improvement Plan

Mission Statement

The Mission of Ferris ISD is to provide the best opportunities so every scholar can be successful, achieve at high levels, and lead in their community and in the world.

At McDonald Elementary, we W.O.R.K! (Wise Optimistic Reflective Kind)

Vision

The Relentless Pursuit of Excellence that Instills Confidence, Service, and Jacket Pride.

Academic and social growth for ALL students

Value Statement

McDonald Elementary:

L-Learn New Things

U-Utilize Data

C-Capture Kids' Hearts

Y-Yield Positive Results

M-Motivate and Collaborate with Others

A-Accountable

E-Encourage Growth

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	6
Demographics	7
Student Learning	9
School Processes & Programs	11
Perceptions	13
Data Documentation for CNA	15
Improvement Planning Data	16
Accountability Data	16
Student Data: Assessments	16
Student Data: Student Groups	16
Student Data: Behavior and Other Indicators	17
Employee Data	17
Parent/Community Data	17
Support Systems and Other Data	17
Goals	18
Goal 1 : McDonald Elementary will ensure all scholars receive high-quality instructi...	19
Goal 2 : McDonald Elementary will actively recruit, develop, and retain high quality ...	23
Goal 3 : McDonald Elementary will provide safe and secure working, teaching, and ...	24
Goal 4 : McDonald Elementary will ensure strong financial stewardship and sustain...	26
State Compensatory Education	27
Budget for Lucy Mae McDonald Elementary	28
Personnel for Lucy Mae McDonald Elementary	28
Title I Summary	30
Title I	31
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	31
1.1 Description of CNA Process	31
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	31
2.3 Description of Plan Availability, Format, and Language 1114(b)(4)	31
2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)	31
Title I Personnel	31
Committees	32
Site Based Decision Making Committee	33
Meeting Logs	33
Members	33

Funding Summary	34
199 - General Fund	35
199-PIC 24 - State Comp Ed, Accelerated Ed	35
Addendums	36



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The 2026–2027 Comprehensive Needs Assessment was reviewed and revised on April 24, 2026. The Campus Improvement Committee examined multiple sources of quantitative and qualitative data in the areas of demographics, student learning, school processes and programs, and perceptions. Data reviewed included state accountability results, STAAR, Closing the Gaps student-group performance, MAP, common assessments, attendance, discipline, student-program data, staff feedback, parent feedback, walkthrough data, and prior-year goal evaluations. Committee members identified strengths and needs, developed problem statements, conducted root-cause analysis, and prioritized needs to be addressed in the Campus Improvement Plan.

Demographics

Summary

Lucy Mae McDonald Elementary School is one of three grade-specific elementary campuses in Ferris ISD. Lucy Mae McDonald currently serves students in Grades 1-3 in Monolingual and Bilingual programs. The campus has one principal, two assistant principals, a counselor, both monolingual and bilingual speech therapists, one diagnostician and two Dyslexia specialists.

We are a Title One campus with a high percentage of low social-economic students as well as English Language Learners. We have nine sections of 1st grade (6 monolingual & 3 bilingual), eleven sections of 2nd grade (7 monolingual & 4 bilingual), and eleven sections of 3rd grade (8 monolingual & 3 bilingual).

McDonald Elementary serves **638 students** in grades 1-3 (PEIMS). The student population is:

- **75.71% Hispanic/Latino**
- **13.48% White**
- **8.62% African American**
- **42.63% Emergent Bilingual (EB)**
- **17.87% Special Education**
- **79.31% Economically Disadvantaged**
- **58.31% At-Risk**

Enrollment continues to increase, resulting in larger class sizes and greater instructional demands. Mobility remains a concern, with **35 transfer-in students** and **20.85% of students flagged for intervention**. Many students enter school with limited background knowledge, including those from Spanish-speaking households learning English. A growing number of students are raised by grandparents or caregivers with limited capacity to support academics at home.

Achievement gaps persist: White and continuously enrolled students are not consistently meeting performance targets. Additionally, Hispanic and African American students remain the lowest-performing groups.

Strengths

- Bilingual-certified teachers and paraprofessionals
- Bilingual front office staff
- Strong intervention team (4 interventionists)
- Free breakfast and lunch for all students
- Growing community
- Strong support systems for EB students

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Significant achievement gaps persist across demographic groups, particularly for Hispanic, African American, EB, and At-Risk students.	Limited background knowledge, inconsistent home support, and increased mobility have created barriers to meeting grade-level expectations.

★ = Priority

Student Learning

Summary

Plan Integration Statement: Lucy Mae McDonald Elementary's 2026–2027 Campus Improvement Plan also serves as the campus Title I, Part A Schoolwide Program Plan and the Local Improvement Plan required because of the campus's 2026 Additional Targeted Support identification.

According to the 2024–25 TAPR:

- **Reading:** 77% Approaches, 42% Meets, 12% Masters
- **Math:** 60% Approaches, 31% Meets, 8% Masters

According to the results for the 2025–2026 school year:

- **Reading:** 71% Approaches, 46% Meets, 12% Masters
- **Math:** 62% Approaches, 35% Meets, 11% Masters

Math performance remains at least 10 points below the state at all levels. Teachers report that students struggle with number sense, conceptual understanding, and testing expectations. During the previous school year, the lack of a consistently implemented dedicated math curriculum and inconsistent vertical alignment contributed to gaps in number sense and conceptual understanding. The campus has adopted a new mathematics curriculum for 2026–2027 and will monitor implementation fidelity throughout the year. Teachers also expressed confusion about the mission of MAP and noted that too much instructional time is spent on test prep.

Lucy Mae McDonald Elementary is identified for Additional Targeted Support and Improvement for the 2026–2027 school year. Closing the Gaps data demonstrate significant achievement gaps for the identified student group (White), including performance in RLA, mathematics, and the STAAR-only School Quality/Student Success component. The campus will address this identification through the student-group performance objectives, evidence-based instructional strategies, progress-monitoring systems, and resource reallocations contained within this CIP. This CIP also serves as the campus Local Improvement Plan.

Strengths

- 10-point growth in Reading Approaches on TAPR, but drop for current year.
- Modest increases in mathematics performance
- Strong CFA and benchmark systems
- Increased small-group instruction
- Weekly PLCs and data talks
- Four interventionists supporting core content
- Adopted new math curriculum for upcoming year
- Training already started for new adoption

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Math performance remains significantly below state levels, with persistent gaps in number sense and conceptual understanding.	Lack of a dedicated math curriculum, inconsistent vertical alignment, and overemphasis on test preparation have limited the development of foundational math skills.
2 The percentage of students in the ATS-identified student group (white) meeting grade-level expectations in RLA and mathematics is significantly below state and campus expectations, resulting in the campus's 2026 Additional Targeted Support identification.	Campus instructional, intervention, and progress-monitoring systems have not consistently disaggregated data or adjusted instruction at the individual student and student-group levels. As a result, students in the identified group have not received sufficiently timely, targeted, and consistently monitored support in RLA and mathematics.

★ = Priority

School Processes & Programs

Summary

The campus has strong systems in place (PLCs, MTSS, intervention), but inconsistency in implementation reduces their effectiveness. Staff report confusion about curriculum scope (TRS vs. HMM), inconsistent classroom management practices, limited consequences beyond restorative questions, substitute shortages, and no dedicated ISS space. While we've strengthened our planning processes using the Instructional Focus System, teachers expressed the need for continued support with lesson planning.

McDonald Elementary continues to use the PLC process to increase student achievement. Teacher teams meet at least once per week to discuss planning, instruction and student achievement data.

Students at McDonald are offered weekly lessons in specials classes including Art, Music, STEM/Computer and Physical Education. In addition, all students are offered guidance lessons through our counselor in which she covers monthly topics from Capturing Kids' Hearts.

Strengths

- Strong MTSS and Branching Minds processes
- Daily intervention block
- Weekly PLCs
- TIA incentives supporting teacher growth
- Open-door leadership
- Solid GT and ARD/IEP processes

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Campus processes lack clarity, consistency, and accountability, resulting in uneven implementation across classrooms.	Frequent staffing changes, unclear documentation, and inconsistent follow-through have prevented systems from becoming campus-wide norms.

★ = Priority

Perceptions

Summary

Staff report a positive culture and strong commitment to student success, but concerns persist around communication clarity, leadership consistency, and uneven expectations across classrooms. Families appreciate improved communication through ParentSquare and Smore but desire more academic-focused engagement.

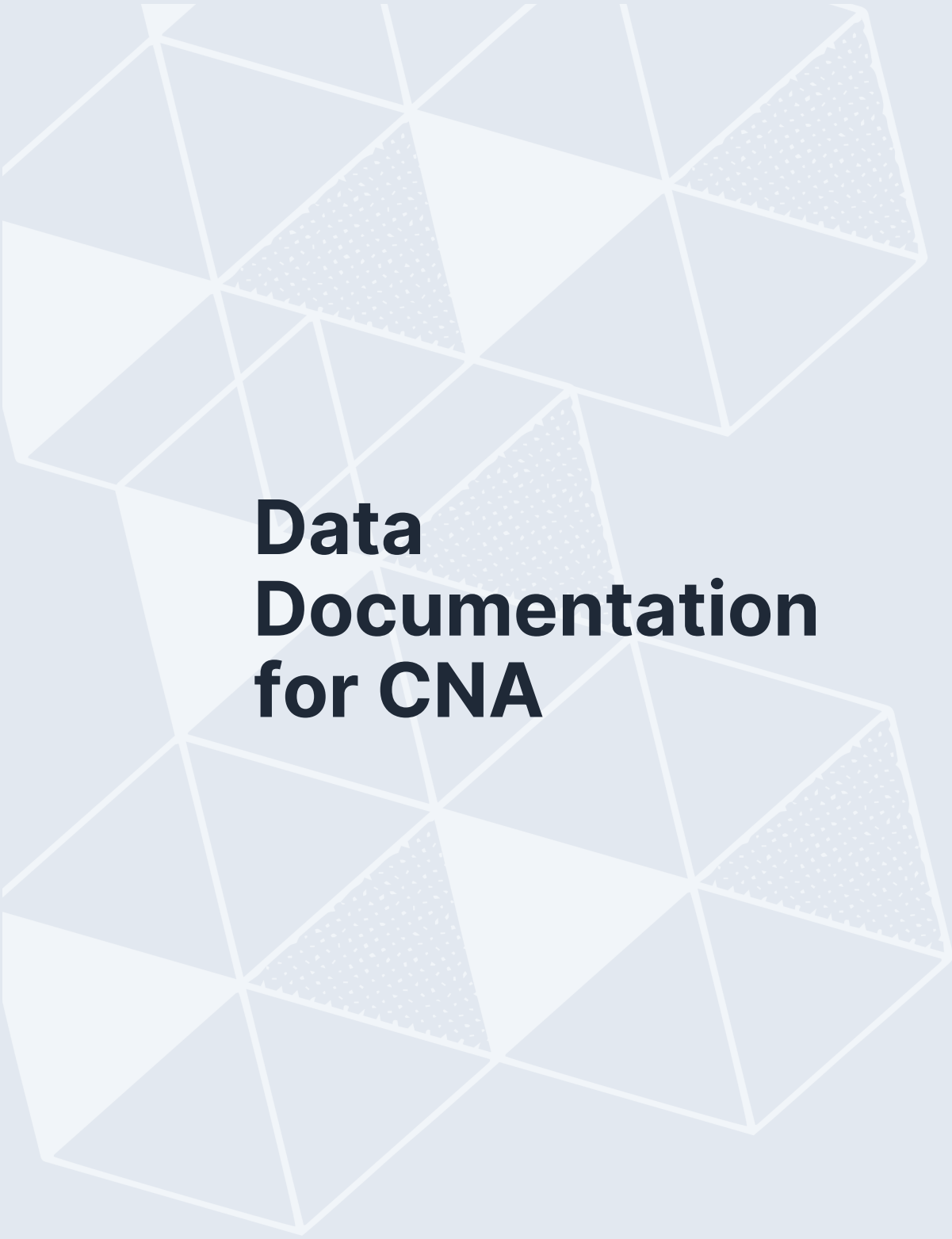
Strengths

- Increased communication and translation
- Strong PTO and family engagement
- Compassionate staff and positive student behavior trends
- Visible administration
- Improved counselor support and SEL lessons
- School and Community Pride

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a perception that academic support (para support, common planning, intervention) is not prioritized consistently across the campus.	The master schedule and inconsistent accountability for intervention have limited the ability to provide equitable support to all teachers and teams.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data

- ☒ Male / Female performance, progress, and participation data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ Enrollment trends

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ T-TESS data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1 McDonald Elementary will ensure all scholars receive high-quality instruction.

Performance Objective 1 High Priority

By May 2027, the percentage of students achieving Meets Grade Level or Above on STAAR Math will increase from 35% to 50% overall, while the percentage of students in the ATS-identified White student group achieving Meets Grade Level or Above will increase from 32% to 67%.

Evaluation Data Source: STAAR RLA/Mathematics results disaggregated by student group, Closing the Gaps data, MAP growth, CFA and benchmark results, student work, and intervention progress-monitoring data.

Strategy 1 Additional Targeted Support Strategy

Implement the adopted high-quality math curricula with fidelity using vertically aligned instructional routines, grade-level content, and evidence-based instructional practices. Teachers will follow the district scope and sequence and use explicit instruction, modeling, guided practice, academic vocabulary, student discourse, and frequent checks for understanding. Campus administrators and the learning specialist will monitor implementation through lesson-plan reviews, classroom walkthroughs, student work, and curriculum implementation checks.

Strategy's Expected Result/Impact: Increased consistency and rigor of core instruction, resulting in improved conceptual understanding and increased mathematics achievement for all students, including the ATS-identified White student group.

Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Specialist, Math Teachers
Implementation and student progress will be reviewed monthly by campus leadership and formally evaluated during the November, February, April, and June CIP reviews. Data will be disaggregated by student group, with specific attention to the ATS-identified White student group. When implementation or student progress is below expectations, campus leaders will provide coaching, adjust intervention groups and schedules, increase instructional support, and reallocate staff time or resources as needed.

Funding Sources: Existing adopted resources 199 - General Fund,

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

February

April

June

Strategy 2 Additional Targeted Support Strategy

Strengthen small-group instruction and intervention through a consistent data-driven instruction cycle. During weekly PLCs, teachers will disaggregate MAP, CFA, benchmark, classroom-assessment, and student-work data by individual student and student group, with specific attention to the ATS-identified White student group. Teams will identify skill gaps, plan reteach and intervention, establish flexible instructional groups, and monitor student response. Students

not meeting interim targets will receive explicit, targeted instruction during the daily WIN/ intervention block.

Strategy's Expected Result/Impact: Students will receive timely instruction matched to identified needs, resulting in increased achievement and growth in mathematics and a reduction in the performance gap for the ATS-identified White student group.

Staff Responsible for Monitoring: Learning Specialist, Teachers, Interventionists
Implementation and student progress will be reviewed monthly by campus leadership and formally evaluated during the November, February, April, and June CIP reviews. Data will be disaggregated by student group, with specific attention to the ATS-identified White student group. When implementation or student progress is below expectations, campus leaders will provide coaching, adjust intervention groups and schedules, increase instructional support, and reallocate staff time or resources as needed.

Funding Sources: Intervention Staff 199-PIC 24 - State Comp Ed, Accelerated Ed, , Existing personnel 199 - General Fund,

Formative Reviews

November

February

April

June

Strategy 3 **Additional Targeted Support Strategy**

Provide ongoing professional development, collaborative planning, modeling, and coaching focused on high-quality curriculum implementation, effective mathematics instruction, data-driven instruction, vertical alignment, and explicit small-group intervention. Professional learning will be selected based on walkthrough findings, student-performance data, and identified implementation needs. Campus leaders and the learning specialist will provide follow-up coaching and monitor the classroom application of professional learning.

Strategy's Expected Result/Impact: Increased teacher capacity and more consistent implementation of evidence-based instructional practices, resulting in improved mathematics outcomes for all students, including the ATS-identified White student group.

Staff Responsible for Monitoring: Principal, Learning Specialist
Implementation and student progress will be reviewed monthly by campus leadership and formally evaluated during the November, February, April, and June CIP reviews. Data will be disaggregated by student group, with specific attention to the ATS-identified White student group. When implementation or student progress is below expectations, campus leaders will provide coaching, adjust intervention groups and schedules, increase instructional support, and reallocate staff time or resources as needed.

Funding Sources: Existing Personnel 199 - General Fund,

Formative Reviews

November

February

April

June

Performance Objective 2 **High Priority**

By May 2027, the percentage of students achieving Meets Grade Level or Above on STAAR RLA will

increase from 46% to 50% overall, while the percentage of students in the ATS-identified White student group achieving Meets Grade Level or Above will increase from 43% to 66%.

Evaluation Data Source: STAAR RLA/Mathematics results disaggregated by student group, Closing the Gaps data, MAP growth, CFA and benchmark results, student work, and intervention progress-monitoring data.

Strategy 1 **Additional Targeted Support Strategy**

Implement the adopted high-quality reading curricula with fidelity using vertically aligned instructional routines, grade-level content, and evidence-based instructional practices. Teachers will follow the district scope and sequence and use explicit instruction, modeling, guided practice, academic vocabulary, student discourse, and frequent checks for understanding. Campus administrators and the learning specialist will monitor implementation through lesson-plan reviews, classroom walkthroughs, student work, and curriculum implementation checks.

Strategy's Expected Result/Impact: Increased consistency and rigor of core instruction, resulting in improved conceptual understanding and increased RLA achievement for all students, including the ATS-identified White student group.

Staff Responsible for Monitoring: Learning Specialist, Teachers
Implementation and student progress will be reviewed monthly by campus leadership and formally evaluated during the November, February, April, and June CIP reviews. Data will be disaggregated by student group, with specific attention to the ATS-identified White student group. When implementation or student progress is below expectations, campus leaders will provide coaching, adjust intervention groups and schedules, increase instructional support, and reallocate staff time or resources as needed.

Funding Sources: Existing adopted resources 199 - General Fund,

Formative Reviews

November	February	April	June
----------	----------	-------	------

Strategy 2 **Additional Targeted Support Strategy**

Strengthen RLA small-group instruction and intervention through a consistent data-driven instructional cycle. During weekly PLCs, teachers will disaggregate MAP, CFA, benchmark, classroom-assessment, and student-work data by individual student and student group, with specific attention to the ATS-identified White student group. Teams will identify reading skill gaps, plan reteach and intervention, establish flexible instructional groups, and monitor student response. Students not meeting interim targets will receive explicit, targeted instruction during the daily WIN/intervention block.

Strategy's Expected Result/Impact: Students will receive timely, targeted RLA instruction based on identified skill gaps, resulting in increased achievement and growth and a reduction in the performance gap for the ATS-identified White student group. Evidence will include PLC data forms, intervention plans, WIN schedules, progress-monitoring records, student work, and assessment results.

Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Specialist, Teachers
Implementation and student progress will be reviewed monthly by campus leadership and formally evaluated during the November, February, April, and June CIP reviews. Data will be disaggregated by student group, with specific attention to the ATS-identified White student group. When implementation or student progress is below expectations, campus leaders will provide coaching, adjust intervention groups and schedules, increase instructional support, and reallocate staff time or resources as needed.

Funding Sources: Intervention Staff 199-PIC 24 - State Comp Ed, Accelerated Ed, , Existing personnel 199 - General Fund,

Formative Reviews

NovemberFebruaryAprilJune

Strategy 3 **Additional Targeted Support Strategy**

Provide ongoing professional development, collaborative planning, modeling, and coaching focused on high-quality reading curriculum implementation, structured literacy, data-driven instruction, vertical alignment, and explicit small-group intervention. Professional learning will be selected based on walkthrough findings, student-performance data, and identified implementation needs.

Strategy's Expected Result/Impact: Increased teacher capacity and more consistent implementation of evidence-based reading practices, resulting in improved RLA outcomes for all students, including the ATS-identified White student group. Evidence will include professional-development records, coaching documentation, lesson plans, walkthrough data, student work, and assessment results.

Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Specialist
Implementation and student progress will be reviewed monthly by campus leadership and formally evaluated during the November, February, April, and June CIP reviews. Data will be disaggregated by student group, with specific attention to the ATS-identified White student group. When implementation or student progress is below expectations, campus leaders will provide coaching, adjust intervention groups and schedules, increase instructional support, and reallocate staff time or resources as needed.

Funding Sources: Existing Personnel 199 - General Fund,

Formative Reviews

NovemberFebruaryAprilJune

Goal 2

McDonald Elementary will actively recruit, develop, and retain high quality staff.

Performance Objective 1

Increase teacher retention from 78% to 85% by May 2027.

Strategy 1

Provide ongoing coaching cycles and instructional support.

Strategy's Expected Result/Impact: Increased teacher confidence and retention.

Staff Responsible for Monitoring: Principal, APs, Learning Specialist

Formative Reviews

November

February

April

June

Strategy 2

Implement staff recognition and wellness initiatives.

Strategy's Expected Result/Impact: Improved staff morale and culture.

Staff Responsible for Monitoring: Principal, AP, Counselor, Process Champions

Formative Reviews

November

February

April

June

Goal 3

McDonald Elementary will provide safe and secure working, teaching, and learning environments and will foster a positive culture for all schools and the community through communication and stakeholder inclusion.

Performance Objective 1

Reduce discipline referrals by 15% by May 2027.

Evaluation Data Source: Skyward Reports

Strategy 1

Implement consistent campus-wide behavior expectations through Social Contracts and classroom management systems.

Strategy's Expected Result/Impact: Increased consistency and reduced disruptions.

Staff Responsible for Monitoring: Principal, AP, Teachers

Formative Reviews

November	February	April	June
----------	----------	-------	------

Strategy 2

Establish a dedicated ISS space with structured academic support.

Strategy's Expected Result/Impact: Improved behavior outcomes and instructional continuity.

Staff Responsible for Monitoring: Principal, AP

Formative Reviews

November	February	April	June
----------	----------	-------	------

Performance Objective 2

Increase family engagement participation by 20%.

Evaluation Data Source: Sign-in sheets, Parent Square reports, Newsletter data

Strategy 1

Provide academic-focused family nights.

Strategy's Expected Result/Impact: Increased family capacity to support learning.

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Formative Reviews

November

February

April

June

Goal 4 McDonald Elementary will ensure strong financial stewardship and sustainability.

Performance Objective 1

Ensure 100% of Title I, II, and SCE funds are aligned to instructional priorities.

Evaluation Data Source: Budget reports

Strategy 1

Monitor budget expenditures monthly to ensure alignment with campus goals.

Strategy's Expected Result/Impact: Increased efficiency and alignment of resources.

Staff Responsible for Monitoring: Principal, District Finance Office

Formative Reviews

November

February

April

June

Strategy 2 Additional Targeted Support Strategy

To implement the ATS improvement strategy, McDonald Elementary will protect daily intervention time and weekly PLC/data-analysis time; prioritize interventionist, learning-specialist, and administrator support for the identified students; and align resources with targeted RLA and mathematics instruction, professional learning, and progress monitoring. Staffing assignments, instructional groups, schedules, and expenditures will be reviewed quarterly and reallocated when data demonstrate that current supports are insufficient.

Strategy's Expected Result/Impact: Instructional time, staffing, funding, and intervention resources will be prioritized and adjusted based on student-progress data, resulting in increased targeted support and improved RLA and mathematics outcomes for the ATS-identified White student group.

Staff Responsible for Monitoring: Principal, Assistant Principals, Learning Specialist

Formative Reviews

November

February

April

June



State Compensatory Education

State Compensatory

Budget for Lucy Mae McDonald Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 9.57

Brief Description of SCE Services and/or Programs

Personnel for Lucy Mae McDonald Elementary

Name	Position	FTE
Allison Smith	Teacher	1
Alma Valle	Teacher	0.1
Amanda Aguinaga	Teacher	0.1
Anaya Maribel	Teacher	0.1
Ann Ball	Teacher	0.1
Ashley Lloyd	Teacher	0.1
Berenice Arreola	Teacher	0.1
Brenda Garcia	Teacher	0.1
Brenda Yescas	Teacher	0.1
Brianna Johnson	Teacher	0.1
Brittany Kennedy	Teacher Aide	1
Callie Ralston	Teacher	0.1
Carrie Garrett	Teacher	0.1
Elizabeth Lemon	Teacher Aide	1
Emily Prachyl	Teacher	0.1
Erika Gessler	Teacher	0.1
Heather Freeman	Intervention / Teacher	0.57
Jennifer Cryer	Teacher	0.1
Jennifer Lemon	Teacher	0.1
Juanita Piper	Teacher	0.1
Kaylie Boone	Teacher	0.1
Kellie Watson	Teacher	0.1
Kimberly Garcia	Teacher	0.1
Kinley Craft	Teacher	0.1

Name	Position	FTE
Laurie Fouts	Teacher	1
Linzy Proefrock	Teacher	0.1
Lisa Hunter	Teacher Aide	1
Marisol Morales	Teacher	0.1
Mary Graves	Teacher	0.1
Mitzvah Villeda	Teacher	0.1
Myriam Cortez	Teacher	0.1
Norma Carrizal	Teacher	0.1
Renee Ramirez	Teacher	0.1
Stacey Edwards	Teacher	0.1
Susan Glaeser	Teacher	0.1
Tiffany Puyear	Teacher	1
Yesenia Rodriguez	Teacher	0.1



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The 2026–2027 Comprehensive Needs Assessment was reviewed and revised on April 24, 2026. The Campus Improvement Committee examined multiple sources of quantitative and qualitative data in the areas of demographics, student learning, school processes and programs, and perceptions. Data reviewed included state accountability results, STAAR, Closing the Gaps student-group performance, MAP, common assessments, attendance, discipline, student-program data, staff feedback, parent feedback, walkthrough data, and prior-year goal evaluations. Committee members identified strengths and needs, developed problem statements, conducted root-cause analysis, and prioritized needs to be addressed in the Campus Improvement Plan.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

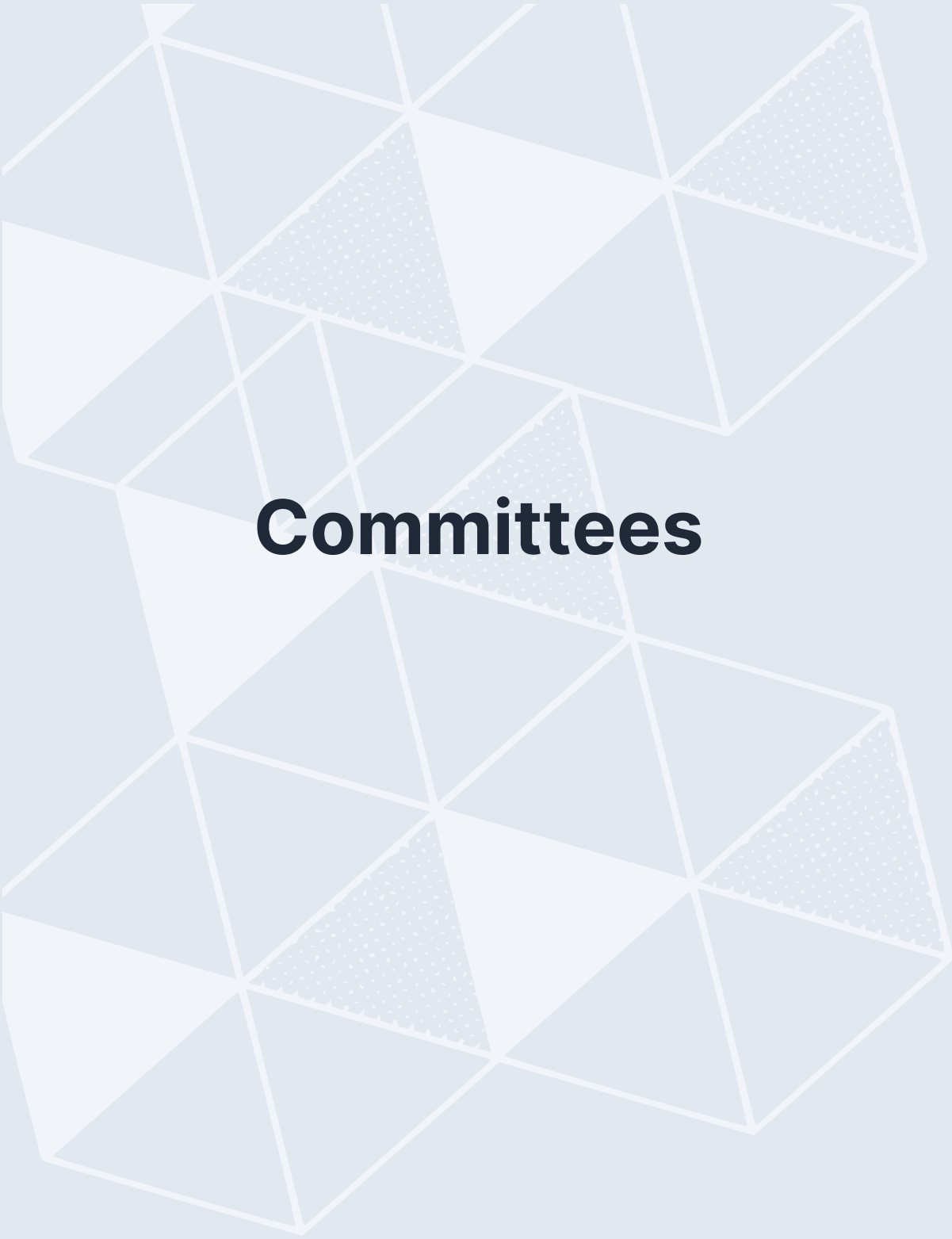
The approved Campus Improvement Plan will be available to district staff, parents, and the public through the campus or district website and in hard copy upon request. The plan will be presented in an understandable and uniform format. Translation or language assistance will be provided, to the extent practicable, so families can understand and participate in the plan.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The campus coordinates Title I, State Compensatory Education, Title II, Title III, special education, bilingual/ESL, dyslexia, MTSS, counseling, intervention, family engagement, and local resources to address needs identified through the Comprehensive Needs Assessment. Funding, staffing, instructional services, professional learning, and intervention supports are aligned with the goals and strategies contained in this plan.

Title I Personnel

Name	Position	Program	FTE
Brittany Peterson	Learning Speicalist	Title I Schoolwide	0.2
Heather Freeman	Intervention / Teacher	Title I Schoolwide	0.43
Sequincy Randall	Learning Specialist	Title I Schoolwide	1



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
April 24, 2026 @ 1:00 PM	LMM	CNA Sign In Sheets.pdf	LMM Staff Meetings.pdf

Members

First Name	Last Name	Position	Committee Role
Heather	Freeman	Intervention Teacher	Specialzed Personnel
Angelica	Campos	SpEd Teacher	SpEd Teacher
Kellie	Watson	Teacher	Teacher
Heather	Powell	Teacher	Teacher
Kaylie	Boone	Teacher	Teacher
Megan	Biffle	Paraprofessional	Paraprofessional
Nayeli	Perez	Business Rep	Business Rep
Magan	Markgraf	Community Member	Community Member
Delmi	Guitierrez	Community Member	Community Member
Tyler	Duran	Parent	Parent
Ariel	McDaniel	Parent	Parent
Heather	Novy	Assistant Principal	Staff
Kelsey	Falls	Assistant Principal	Staff
Morgan	Evans	Counselor	Specialized Personnel
Bobbi	Cook	Principal	Staff



Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Existing adopted resources	--	\$0.00
1	1	2	Existing personnel	--	\$0.00
1	1	3	Existing Personnel	--	\$0.00
1	2	1	Existing adopted resources	--	\$0.00
1	2	2	Existing personnel	--	\$0.00
1	2	3	Existing Personnel	--	\$0.00
Sub-Total					\$0.00

199-PIC 24 - State Comp Ed, Accelerated Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Staff	--	\$0.00
1	2	2	Intervention Staff	--	\$0.00
Sub-Total					\$0.00

2026–2027 CIP/LIP Integration Addendum

Lucy Mae McDonald Elementary

2026–2027 Campus Improvement Plan/Local Improvement Plan Integration Addendum

Purpose

Lucy Mae McDonald Elementary's 2026–2027 Campus Improvement Plan serves as the campus Title I, Part A Schoolwide Program Plan and the Local Improvement Plan required because of the campus's 2026 Additional Targeted Support identification.

This addendum identifies how the goals, strategies, monitoring procedures, corrective actions, and resource allocations contained in the Campus Improvement Plan address the Local Improvement Plan requirements. It should be reviewed in conjunction with Goal 1 and its associated performance objectives and strategies.

School Improvement Identification and Identified Need

Lucy Mae McDonald Elementary has been identified for Additional Targeted Support based on the performance of the White student group in the Closing the Gaps domain. Campus data demonstrate a need to improve RLA and mathematics performance for this student group while continuing to improve achievement for all students.

The campus Comprehensive Needs Assessment identified inconsistent implementation of high-quality instructional materials, data-driven instruction, targeted intervention, and progress monitoring as factors contributing to achievement gaps. The campus will address these needs through the performance objectives and evidence-based strategies contained in Goal 1 of the Campus Improvement Plan.

Student Performance Goals

By May 2027:

- Overall RLA Meets Grade Level or Above performance will increase from 46% to 50%.
- RLA Meets Grade Level or Above performance for the ATS-identified White student group will increase from 43% to 66%.
- Overall mathematics Meets Grade Level or Above performance will increase from 35% to 50%.

- Mathematics Meets Grade Level or Above performance for the ATS-identified White student group will increase from 32% to 67%.

Progress will also be measured through MAP growth, common formative assessments, benchmarks, classroom assessments, student work, and intervention progress-monitoring data.

Evidence-Based School Improvement Strategies

The evidence-based school improvement approach is incorporated into the three strategies under Goal 1 of the Campus Improvement Plan:

1. **High-Quality Curriculum and Instruction:** Teachers will implement the adopted RLA and mathematics curricula with fidelity using vertically aligned routines, explicit instruction, modeling, guided practice, academic vocabulary, student discourse, and frequent checks for understanding.
2. **Data-Driven Small-Group Instruction and Intervention:** Teachers will use a consistent data-driven instructional cycle to identify skill gaps, plan reteach, provide targeted small-group instruction, and monitor student response. Data will be disaggregated by individual student and student group, with specific attention to the ATS-identified White student group. Students who are not meeting interim targets will receive targeted instruction during the daily WIN/intervention block.
3. **Professional Learning and Coaching:** Staff will receive ongoing professional development, collaborative planning, modeling, coaching, and feedback aligned with student-performance data, walkthrough findings, and identified implementation needs.

These strategies are intended to improve core instruction, provide timely intervention, reduce achievement gaps, and result in the campus no longer meeting the criteria for Additional Targeted Support identification.

Implementation and Monitoring

The principal, assistant principals, learning specialist, classroom teachers, interventionists, MTSS team, and appropriate district instructional leaders will be responsible for implementation and monitoring.

Campus administrators and the learning specialist will monitor implementation monthly through:

- Classroom walkthroughs
- Lesson-plan reviews
- PLC agendas and data-analysis documentation
- Curriculum implementation checks
- Student work
- WIN and intervention schedules
- Intervention and progress-monitoring records
- Professional-development and coaching documentation

- MAP, CFA, benchmark, classroom-assessment, and STAAR data

PLC teams will review student progress weekly and after each common assessment. Instructional groups and intervention supports will be reviewed and adjusted every three to six weeks. Campus and district leaders will conduct formal progress reviews in November, February, April, and June.

Progress will be documented through Plan4Learning formative reviews, PLC records, campus leadership meetings, Campus Improvement Committee meetings, and district-campus progress reviews. Updates will be communicated to staff, families, the Campus Improvement Committee, district leadership, and the Board of Trustees, as appropriate.

Corrective Action Plan

If monitoring indicates that a strategy is not being implemented with fidelity, campus leaders will:

- Clarify expectations and required staff actions.
- Provide modeling, coaching, collaborative planning, or additional professional development.
- Increase the frequency of walkthroughs, lesson-plan reviews, and implementation checks.
- Provide written feedback and establish a timeline for improvement.
- Review implementation progress during subsequent PLC and leadership meetings.

If a strategy is being implemented with fidelity but student performance is not improving, campus and district leaders will:

- Review assessment results, student work, and intervention data to identify specific barriers.
- Revise instructional groups and targeted skills.
- Adjust the frequency, duration, or intensity of intervention.
- Assign additional instructional or intervention support.
- Modify or discontinue activities that are not producing the intended results.
- Select additional evidence-based instructional practices or resources.
- Increase the frequency of student-progress monitoring.

If quarterly data show that the campus or ATS-identified student group is not on track to meet established performance objectives, campus and district leadership will conduct a formal review of the strategy and determine whether staffing, schedules, funding, instructional time, materials, or other resources must be reallocated.

Corrective actions and their results will be documented in Plan4Learning formative reviews and reviewed at the next scheduled campus and district progress meeting.

Resource Reallocation

The campus will reallocate time, staffing, funding, and instructional resources as needed to implement the improvement strategies successfully.

Resource commitments include:

- Protecting weekly PLC and collaborative-planning time
- Protecting the daily WIN/intervention block
- Prioritizing interventionist and learning-specialist support for students with the greatest identified needs
- Using administrator time for focused walkthroughs, feedback, and progress reviews
- Adjusting intervention groups and staff assignments based on current student data

Resource allocations will be reviewed quarterly. When data demonstrate that current supports are insufficient, the campus and district will adjust staff assignments, schedules, instructional time, materials, or funding to increase support for the identified students.

Annual Evaluation

The Campus Improvement Committee will complete a summative evaluation in June 2027. The evaluation will examine both implementation and impact, including:

- Whether each strategy was implemented as designed
- Whether corrective actions were completed
- Whether students met interim and annual performance targets
- Whether achievement gaps decreased for the ATS-identified White student group
- Whether resources were used effectively
- Whether strategies should be continued, revised, expanded, or discontinued

Evaluation findings will be used to revise the Comprehensive Needs Assessment, Campus Improvement Plan, student performance goals, strategies, and resource allocations for the following school year.

Approval and Implementation

Lucy Mae McDonald Elementary will ensure that this plan is approved and implementation is underway by November 20, 2026, as required for the 2026–2027 Local Improvement Plan.